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“Give a Flip”: Making Library Instruction Scalable and Sustainable Through Inversion

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Inverting or flipping your instruction can support:

A) faculty issues such as:

- the burden of repetitive instruction.
- the workload of planning instruction.
- the lack of pedagogical training.

B) student issues such as:

- the desire to take responsibility for one's learning.
- the need for hands-on learning.
- avoiding the “been there-done that” attitude.

C) departmental issues such as:

- uniformity of content across multiple course sections.
- quality control across library faculty.

For inverted instruction to work it must...

- be applied appropriately and strategically.
- be both meaningful and interesting.
- include student accountability for interacting with the outside materials.

Things to consider:

- Recognize that not all instruction can be inverted.
- Assume you won't find exactly the learning modules you need online.
- Be prepared to create your own learning modules.
- Keep it simple, keep it short.
- Be prepared to invest lots of time in creating modules (especially at the beginning).

Creating modules

- Choose technology according to pedagogical needs.
- Identify limited, specific pedagogical goals for each module.
- Address differing learner styles and needs.
- Keep modules short to engage student attention spans.
- Create learning modules that are deliverable to different platforms.
- Make sure teaching faculty are “on board” with module content.
- Make modules that meet functional needs but are as discipline-neutral as possible.

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